



NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION

National Guidance for the Professional Development of Staff who Teach in Higher Education

Please Note: The National Professional Development Framework for those who teach in Higher Education (Autumn 2016) is currently being finalised and will be available in early September 2016. In the interim, the consultation document below can give some initial guidance to the emerging framework.

March 2016
(Draft for Consultation)



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Section 1: Professional Development Overview

1.1. The Background to this document

One key aim of the National Forum's work plan is the creation of a professional development framework for those who teach in Irish higher education. The National Forum is developing a phased approach to its development and implementation, see Figure 1.

- **In Phase 1**, the National Forum carried out a nation-wide consultation with the higher education sector, presented the findings and developed a conceptual model (see Figure 1)
- **In Phase 2**, in accordance with the National Forum's focus on sectoral enhancement, it will focus on giving guidance on a national professional development approach for all staff who teach
- **In Phase 3** of development and implementation, the Forum will work towards developing a Professional Framework for those who teach in higher education and want to gain professional recognition. This phase will be informed by the results of piloting completed during the Phase 2.

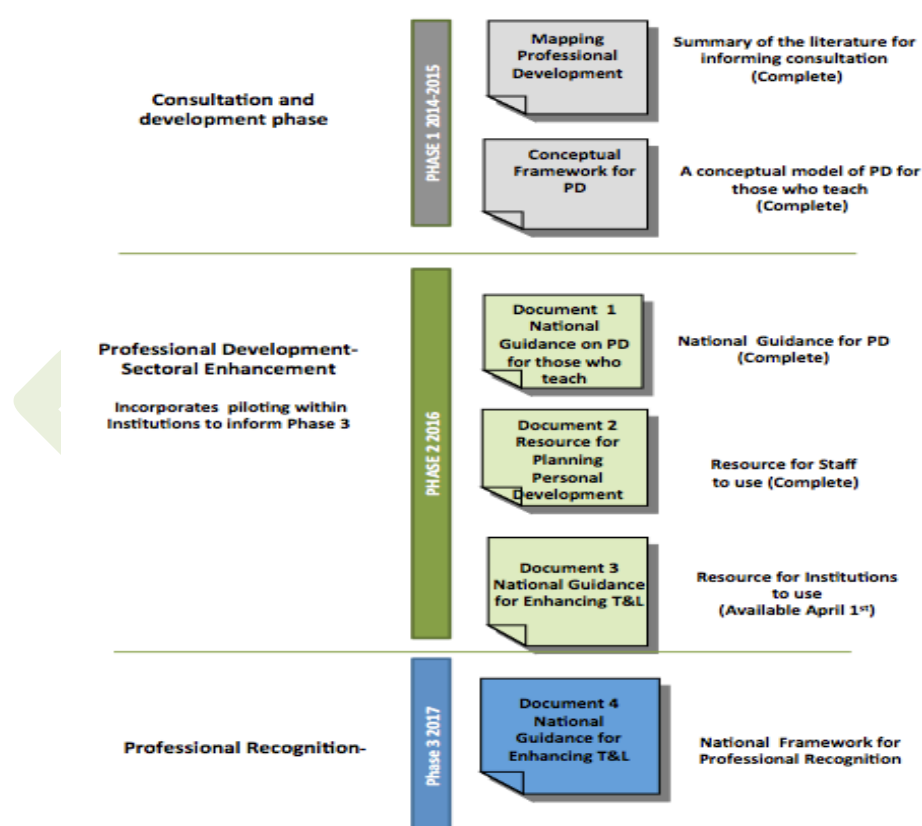


Figure 1: An Overview of the Professional Development Work-plan.

This document, the first document, is one of three located in Phase 2:

- 1) **The National Guidance for Professional Development of Staff who Teach in Higher Education** (this document, Ongoing Consultation to April 2016)
- 2) **A Resource for Planning Personal Professional Development: Individual Staff** (Draft completed, Ongoing Consultation to April 2016)
- 3) **National Guidance for Institutions Supporting the Enhancement of Teaching & Learning** (Available April 2016 for Consultation)

What is the focus of this document?

This document sets out **guidance to staff and to managers** for the professional development (PD) of all those who teach in Irish higher education. The approach to professional development articulated in this document brings coherence through synthesis to the range of accredited and non-accredited provision already in the sector. It attempts to describe the breadth of teaching, learning and scholarship activities in a modern higher education environment. Based on the consultation, it sets out the **values, domains and learning phases** that are considered to represent the essence of these activities overtime. It is intended as a guidance document for either staff responsible for developing professional development provision or staff considering their own professional development.

The document is divided into two sections: Section 1 gives a short overview and introduction to the overarching approach; Section 2 presents the Teaching, Learning and Scholarship domains.

What it is not

- It is not intended to prescribe to institutions the nature of their professional development, and it does not undermine institutional autonomy
- It does not prescribe to the individual required types of professional development activities
- It does not suggest that professional development activities should only be accredited or mandatory
- It is not intended to be a document that addresses issues such as financial resources or oversight at an institutional level
- It does not emphasise a linear approach to professional development, but acknowledges that staff can be less experienced in some areas while being more experienced in others.
- It is not an implementation plan for institutional professional development.

How it links with other documents

This document guides the process in, document 2, the *Resource for Planning Personal Professional Development: Individual Staff*, as that document outlines the steps in reflection, gathering evidence and planning staff's individual professional development. It will inform one of the eight aspects in the *National Guidance for Institutions Supporting the Enhancement of Teaching & Learning* document.

1.2 The aims of the professional development approach

The approach aims to:

- Empower staff to create, discover and engage in meaningful personal and professional development in a variety of ways: i.e. accredited; structured non-accredited; unstructured non-accredited; collaborative non-accredited
- Encourage staff to engage in peer dialogue and support in their professional development activities
- Encourage staff to engage students in their learning and to maintain their well being
- Develop the pedagogy of their discipline¹ for relevance and authenticity and encourage learning from other disciplines
- Assist staff to reflect on, plan and to contribute to evidence-based transformation of their teaching and learning approaches
- Assist in the quality enhancement and assurance of the student learning experience

The approach, therefore, should be flexible to allow for the incorporation of existing professional activities undertaken within some discipline groups, for example, existing educational professional development activities in engineering/nursing.

The approach should be relevant for all those who teach in higher education. It aims to be inclusive and is written so it can be interpreted and adapted for: academic staff; educational/learning technologists; educational/academic developers; and research, library staff, support staff and students who teach.

The importance of the local context within which staff must work is recognised. Professional development although individually driven must also reflect the priorities of their unit/school/institution.

Whereas this approach focuses on the professional development of individuals throughout their careers other stakeholders should find it useful in planning, understanding and developing professional development activities, i.e. institutions, higher education networks, educational/academic developers, policy makers and student-body representatives.

¹ Discipline is used in these guidelines to encompass the individual's discipline or subject, however it is also used to include other professional groups (i.e. educational developers, educational/learning technologists).

1.3 Typology of Professional Development

Professional development (PD) can mean different things to different people. A growing trend in higher education and other professional development approaches is to describe this activity as a learning process that staff engage in at work, outside of work, and in work-related events. Based on the consultation process the typology of professional development for those who teach in Irish higher education is broad. (National Forum, 2016) (See Table 1).

Table 1: Typology of Professional Development activities.

Non-Accredited			4. Accredited
1. Collaborative Non-accredited (non-formal)	2. Unstructured Non-accredited (non-formal)	3. Structured Non-accredited (informal)	
Learning from these activities comes from their collaborative nature. May stem from an individual's will or need to learn. It is fulfilled through the collaborative often, dialogic process.	These activities are independently led by the individual. Engagement is driven by the individual's needs/interests. Individuals source the materials themselves.	These are externally organised activities (by an institution, network, disciplinary membership body). They are typically facilitated and have identified learning objectives.	Accredited programmes of study (ECTs or other international credits)
Examples			
Conversations with colleagues, sharing research at a conference, peer review of teaching	Reading articles, following social media, watching video tutorials, keeping a reflective teaching journal/portfolio, preparing an article for publication	Workshops, seminars, MOOCs, summer schools. Working on an industry or other teaching/learning related project	Professional Certificate, Graduate Diploma, Masters, PhD in: Teaching and Learning; eLearning; Leadership in Education; Education Policy, etc.

Professional development activities need to be responsive to where, how and with whom staff work (the institutional, School/unit, discipline context of practice). For example, staff may need to respond to: changing student populations; resources; institutional strategic plans; discipline approaches to teaching; economic drivers, internationalisation, physical environment, etc. Therefore, those who teach need to consider and review their learning needs in the context of their changing learning environment.

As part of their professional learning, staff should engage in a continuous cycle of evidence-based reflection on their practice over the life-long learning process. Evidence-based or critical reflection is an established approach for improving teaching and student learning and it has been advocated (National Forum 2016) as a useful approach to assist staff learning as part of their professional development of teaching.

When reflecting on and planning professional learning, staff should consider, for example:

- their current professional development needs,
- what they would like to learn,
- based on their institutional, School/unit and discipline learning environment, what actions are needed to enhance their practice.

A Resource for Planning Personal Professional Development: Individual Staff (Document 2) sets out a proposed process that staff might use to apply this evidence-based reflection in planning and evidencing their professional learning activities.

1.4 The Learning Phases

As staff progress in their career, they are also a 'learner' in developing their own and other's teaching. Based on the consultation process, four key learning phases were identified (Figure 1):

- the tyro²
- the practitioner
- the mentor
- the leader.

These are not always linear and are at times inclusive of earlier or later phases. For example, a 'leader' may be a 'tyro' in their digital skills and a 'tyro' may be a 'mentor' to a colleague. In Table 2 sets some characteristics in these phases, which are not intended to be prescriptive. They are drawn from the literature on developing expertise in knowledge and skills in different professional contexts and have been situated in the context of teaching, learning and scholarship in higher education.

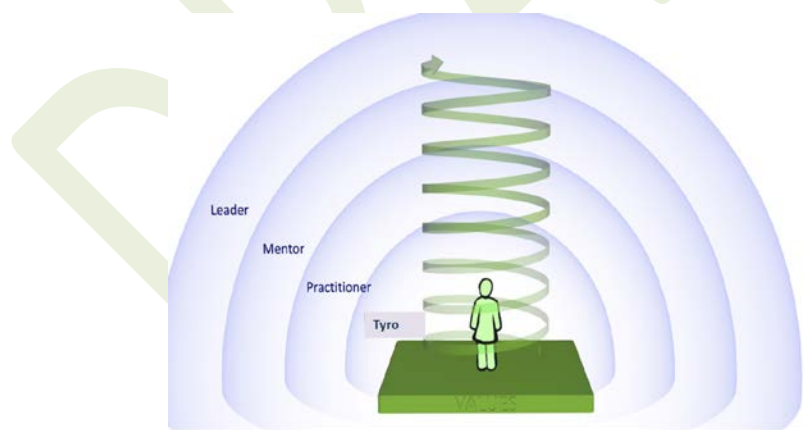


Figure 1: Reflective Cycle in the Non-linear Learning Phases

² Defined as 'a beginner in learning something'. Retrieved from: <http://www.thefreedictionary.com/tyro>

Table 2. Description of the key characteristics of staff in the different phases

	Tyro	Practitioner	Mentor	Leader
Time on task	New to teaching, limited experience or alternatively new to an aspect of teaching. For example, first or second cycle of teaching on a module, sessions, workshops, <u>or</u> Experienced staff who are new to a particular approach or environment.	Some experience in teaching More fluency and efficiency in preparing teaching	Significant experience teaching in their local context	Significant experience in teaching in the wider context of higher education National and International experience
Concern	Concern about adequacy and survival as a teacher in a new situation <u>or</u> Initial focus may be on personal performance in a new environment, less on impact on student learning	Concern about teaching tasks	Concern about Impact on student learning	
View of teaching and learners	May have a limited view of teaching and learning. May see their actions in isolation. Student may have limited control <u>or</u> May find difficulty with complex issues related to teaching in new situations	Wider view of teaching and learning. Starts to see connections across context. Beginning to deal with more complex teaching scenarios. Students given more control and choice in their learning	Connected across multiple contexts locally Able to deal with complex teaching and learning issues. Very student-focused: aware of and engages with students as partners in the learning process.	
Practice	May be in 'survival' mode or struggle in a new environment May be reliant on a number of teaching approaches and may be limited to what experiences they have had as a learner, or in different context <u>or</u> May have their own professional knowledge, but new to applying this in an unfamiliar a context.	Becoming more confident with teaching May start to explore new approaches More aware of discipline and other pedagogies Drawing on their own in broader base of experience	Confident in a variety of teaching contexts Exploring and implementing their practice in diverse contexts Broad base of experience in teaching	Confident in a variety of teaching contexts Exploring and implementing their practice in diverse contexts Broad base of experience in teaching
People/Support	Is in a formative phase, where feedback on learning is key to progressing <u>or</u> May seek direction from peer group or support some specific colleagues.	Supports other staff in their teaching. Encourage and is involved in dialogue,	Supports a diverse group of other staff in their teaching. Encourage and is involved in dialogue,	Managing and leading change in curricula. Leads groups of staff. Encourage and is involved in dialogue
Scholarship	Beginning to build new evidence base of effective - teaching and learning May have limited theoretical knowledge of teaching, <u>or</u> have limited knowledge in situations that are new to them	Starts to consider impact on students. Personal evaluation based on discipline/School T&L	Well developed personal evidence base May have shared research locally	Well developed personal evidence base especially in disciplinary pedagogy locally and externally Influences change in teaching and learning practices, policies

Bovill & Bulley, 2011; Bransford, et al. 2005; Eraut, 2001; Dall'Alba & Sandberg, 2006; Grove & Overton, 2013; Lave & Wenger, 1991; Staton-Spicer & Bassett, 1979, Yusoff, et al 2013.

Section 2: The Teaching, Learning and Scholarship Domains

The professional development of those who teach has teaching, learning and scholarship at its core. Five key domains have been identified to assist staff to structure and comprehensively consider their professional learning. These domains include elements that were drawn from the sectoral consultations, evidence-based reports and current best practice in these areas. They are intended to act as a guide for staff to plan their learning. These domains and their elements should support a more efficient and effective development of resources and opportunities nationally and within institutions.

All five domains refer to the activities that staff do as part of their **teaching** and the impact that this has on their students' **learning**. In addition, based on the feedback in the consultation process, the term '**scholarship of teaching and learning**' is added. The scholarship of teaching and learning is a form of inquiry into student learning that supports the enhancement of teaching. Different views of scholarship may be evident as individuals develop through different learning phases. For a tyro to teaching, scholarship may involve reading about and trying teaching approaches by other teachers and *sharing* their personal assessment of their subsequent learning impact. Practitioners may *share* their approaches within their discipline, for example, at a conference. For a leader, scholarship may be more formally defined as their evidence-based research, which is made *public, peer reviewed*, and may be *reproduced or built* on by other teachers. For the purposes of this document some examples are given in Appendix 3.

It is envisaged that these domains and their elements will be used by institutions nationally to guide the development of accredited and structured non-accredited professional development for those who teach in higher education. In addition the domain and their elements can be used as a template for individual staff to consider their current knowledge, skills and competencies, at each learning phase and set plans for their future professional development needs. A proposed reflective process is detailed in a companion document *A Resource for Planning Personal Professional Development: Individual Staff*.

2.1. Domain 1: Personal Development: The ‘Self’ in Teaching, Learning & Scholarship

Description

This domain is concerned with the individual’s personal development and well being as it relate to their teaching. It emphasises the personal values that he/she brings to their teaching, including self-awareness, confidence, life experience and affective aspects associated with teaching. It makes transparent the importance of the personal values that underpin the human interaction needed for teaching. In addition this domain encourages the exploration of the positive and negative emotions and personal characteristics that impact on teaching, i.e. confidence, anxiety, frustration. It recognises the importance of well being as it impacts on the individual in his/her teaching and learning role.

Domain 1: Elements

- 1.1 Identification and reflection on the **key personal characteristics** that motivate and challenge teaching, learning and scholarship and may impact on student learning or wellbeing
- 1.2 Reflection on **prior learning experiences**, that contribute, or are barriers, to teaching, i.e. prior experience and knowledge: as a student, as a teacher, as a researcher, in personal life
- 1.3 Articulation of a **personal philosophy of teaching** and awareness of the extent that this aligns, or does not align, with institution or learning context’s values on teaching and learning.

Some additional questions to consider in the different phases:

Tyro	Practitioner	Mentor	Leader
All relevant (1.1-1.3)	All relevant (1.1-1.3)	All relevant (1.1-1.3)	All relevant (1.1-1.3)
1.3 What experiences of being a learner may impact on the approaches to your teaching and your philosophy?	1.3. What experiences of being a teacher may impact on the approaches to your teaching and your philosophy?	1.3 Are you aware of the personal philosophy and values of those who you mentor?	1.3. How is your personal philosophy and values shaping institutional context or values about teaching? 1.1. What personal characteristics do you bring to your leadership role?

2.2. Domain 2: Professional Identity, Values and Development (in Teaching, Learning & Scholarship)

Description

This domain emphasises the importance of the development and self-evaluation of his/her professional identity and its associated roles, responsibilities and action plans. It encourages staff to consider their professional identity in their context and at this point in time, for example, an academic staff member, an educational technologist, learning support staff who teach, etc.

It also incorporates the key professional development activities that support the quality enhancement of staff and the students' learning. It supports the development of staff's critical reflection skills and emphasises the importance of the development of the scholarship of teaching and learning. Some key professional values are identified.

Domain 2: Elements

- 2.1 Articulation of a professional identity, including current roles and responsibilities, and identification of unique features of current roles and responsibilities that potentially impact on teaching and learning practices, i.e. external examining, industry liaison, outreach activities, technology competence, information literacy development.
- 2.2. Evaluation of teaching and impact on student learning based on self/peer review/observation and other evidence
- 2.3 Awareness of and contribution to the scholarship of teaching and learning, through sharing of practice, developing evidence-based approaches, research into and/or dissemination of research on teaching and learning.
- 2.4 Enactment of professional values, such as:
respect individuals and groups of diverse learners, promote participation of student learners, awareness of and promotion of ethical values and behaviour, advancement and advocacy of discipline, sharing of resources, developing collegiality, commitment to reflective and evidence-based practice
- 2.5. Development and monitoring of an evidence-based, reflective professional development learning plan

Some additional questions to consider in the different phases:

Tyro	Practitioner	Mentor	Leader
All relevant (2.1-2.5)	All relevant (2.1-2.5)	All relevant (2.1-2.5)	All relevant (2.1-2.5)
<i>2.3 Have you discussed and shared ideas and your teaching approaches with a peer?</i>	<i>2.3 Have you presented/shared your teaching approaches to inform peers in your institution?</i>	<i>2.3 Have you carried out research into your teaching and/or shared it through a peer-learning or peer review process?</i>	<i>2.3. Have you conducted and disseminated strategic research and or investigations into teaching or curricula approaches/policies?</i>

2.3 Domain 3: Professional Communication and Dialogue (in Teaching, Learning & Scholarship)

Description

The domain emphasises the importance of the skill of communication, dialogue and collaboration with others in the professional learning process.

Domain 3: Elements

- 3.1 Development of academic and other forms of writing and enquiry skills to enhance both own and students' learning, i.e. general professional communication skills (email, social media), technical communication skills (curriculum/module descriptions, exam/assessment instructions) and academic communication (journal articles, report writing, policy/procedures)
- 3.2 Development of other forms of engaging communication skills (verbal, visual) required for different situations and environments (with/to students, with teams, across institutions, with peers, with media, industry)
- 3.3 Development of peer, group and team-working skills for the enhancement of teaching, learning and scholarship, i.e. curriculum team discussion, on-line forums/communities on teaching and learning, constructive peer review of teaching/research
- 3.4 Commitment to the development of learning communities with peers/colleagues (Disciplinary and interdisciplinary)
- 3.5 Exploration of and engagement in dialogue with international and national communities /partners to enhance teaching.

Some additional questions to consider in the different phases:

Tyro	Practitioner	Mentor	Leader
All relevant (3.1-3.5)	All relevant (3.1-3.5)	All relevant (3.1-3.5)	All relevant (3.1-3.5)
3.2 Have you the key skills need to present or facilitate discussion in your new teaching context?		3.4 Have you set up an learning communities to facilitate the advancement of discussions on teaching and learning?	3.3 Have you developed you own skills in facilitating programme teams (or equivalent) to have a coherent approach to student learning?

2.4. Domain 4: Professional Knowledge and Skills (in Teaching & Learning & Scholarship)

Description

This domain addresses the knowledge and capacity to design and implement teaching, learning and assessment approaches. It emphasises the importance of both disciplinary knowledge and approaches to teaching (disciplinary pedagogies), while also drawing on inter-disciplinary experiences and approaches.

Domain 4: Elements

- | | |
|-----|--|
| 4.1 | Relevancy and currency of disciplinary/subject knowledge, e.g. through research, literature searches, dialogue with peers, industry/placement experiences, professional body memberships, etc. |
| 4.2 | Supportive of active student-centred approaches to learning that engages students and builds towards students as partners in their learning |
| 4.3 | Design and management of sessions, modules and/or curricula appropriate to the learning environment |
| 4.4 | Development and application of appropriate teaching and learning approaches from own discipline and other disciplines that support the development of students knowledge, their skills of enquiry and other specific institutional graduate attributes (critical thinkers, entrepreneurs, global citizens, problem-solvers, etc) |
| 4.5 | Knowledgeable of and application of the theories of how students learn and responsive to the needs of diverse cohorts of students |
| 4.6 | Application of appropriately aligned assessment and student-oriented feedback approaches, from own discipline and, where relevant, other disciplines. |
| 4.7 | Exploration and application of inclusive, innovative, enquiry and creative approaches to student learning |
| 4.8 | Knowledgeable of and contribution to relevant teaching and learning policies and procedures in the local, national and international higher education contexts. |

Some additional questions to consider in the different phases:

Tyro	Practitioner	Mentor	Leader
All relevant (4.1-4.8)	All relevant (4.1-4.8)	All relevant (4.1-4.8)	All relevant (4.1-4.8)
4.1 Are you up-to-date with you disciplinary knowledge that you need to teach? How do you know you are?	4.3 Are there approaches that you should consider beyond those that you are most comfortable with?	4.6 To what extent have you empowered students as partners in their learning?	4.8. Have you led or managed change in teaching, learning or assessment polices to enhance student learning? To what extent have you evaluated curriculum change at institutional level?

2.5. Domain 5: Professional and Personal Digital Capacity (in Teaching, Learning & Scholarship)

Description

This domain links closely with the previous and other domains, with technology increasingly underpinning academic and administrative practices; it is also highlighted as a distinct domain because of its national strategic importance. It emphasises the importance of personal digital capacity, levels of confidence and the application of skills and knowledge to professional practice, drawing from the Digital Road map (National Forum, 2015c) and the themes and issues addressed in the National Forum's funded project on digital skills development (['All Aboard'](#)).

Domain 5: Elements

- 5.1 Awareness of the broad technological landscape in terms of: the higher education environment; the educational and day-to-day tools and resources; and based on this, using an evidenced-based approach to the application of technology to teaching, learning and scholarship.
- 5.2 Using technologies for effective communication and collaboration within student and professional communities
- 5.3 Being capable of using digital tools to create and develop learning materials, embedding a range of media and interactive resources
- 5.4 Advancement of skills in search strategies; locating resources; critical evaluation; referencing; intellectual property and copyright, sharing and repurposing.
- 5.5 Awareness of the issues relating to identity, data protection, privacy, appropriate behaviour and the ethics of online learning and how such relate to personal wellbeing and the nurturing of effective digital citizenship
- 5.6 Development of personal digital *confidence* as well as professional *competence* in the use of technologies, tools, and online resources; being able to recognise opportunities for learning enhancement and more effective practices; and able to contribute to strategic planning on resource allocation, investment

Some additional questions to consider in the different phases:

Tyro	Practitioner	Mentor	Leader
All relevant (5.1-5.6)	All relevant (5.1-5.6)	All relevant (5.1-5.6)	All relevant (5.1-5.6)
5.1 To what extent are you aware of the full range of potential technologies to support teaching and learning within your discipline?	5.1. To what extent have you designed your courses to integrate appropriate media and technologies to help your students meet the intended learning outcomes?	5.2 How do you use technology to share your own learning, knowledge and experience with your students and colleagues?	5.6 Have you been involved in institutional, national or international projects in the planning and roll-out of new technologies or the redesign of programmes to benefit from new technological opportunities?

We would welcome your comments

This document presents underpinning, values, learning phases and five domains that attempt to encompass a range of teaching, learning and scholarship activities. It sets out **guidance to staff and to managers** for the professional development (PD) of all those who teach in Irish higher education. The approach to professional development articulated in this document brings coherence through synthesis to the range of accredited and non-accredited provision already in the sector. It attempts to describe the breadth of teaching, learning and scholarship activities in a modern higher education environment. It is intended as a guidance document for either staff responsible for developing professional development provision or staff considering their own professional development.

This document: *National Guidance for Professional Development of Staff who Teach in Higher Education.*

Please comment on the document in relation to:

- To what extent do the 5 domains identified validly represent the expectations for the knowledge and expertise of those who teach in higher education?
- Please consider the wording that could be used to describe the learning phases. Remember they are not hierarchal.
- Have you any suggestion for additions or changes to the current elements (statements)? Elaborate on why this is the case.
- What other questions could be included in each domain to guide and differentiate those in different learning phases as they reflect?
- Are there any resources that you are aware of, or currently using, which you would recommend for inclusion as resource relating to elements of the domains?
- Please review Appendix 3. Do you think this view of scholarship captures the breadth and diversity of scholarship in teaching and learning? Are there other ways to do this? Are there other examples that should be included?

Please submit any comments or feedback on this document to

admin@teachingandlearning.ie or through our website

<http://www.teachingandlearning.ie/draft-professional-development-consultation/>

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Appendix 1: The Background to the Approach and the Consultation Process: Phase 1.

The Context for Professional Development in Irish Higher Education

Over the last decade, there have been strong international drivers for the establishment of an approach for the professional development of staff who teach, for example, the High Level Group on the Modernisation of Higher Education (2013, 2014), the European Standard and Guidelines (2015). In the national context, there has also been a call for a more systematic and established professional development structure and process (Hunt Report, DES, 2011; QQI, 2014) that is suited to the Irish higher education context. Recent national-level work on building digital capacity has shown that 70% of Irish higher education institutions agree on the importance of professional development for academic staff (Devine, 2015). The development of Irish professional development framework has been a key activity in the National Forum's work since its establishment in 2012.

The National Consultation Process

In order to establish an Irish framework for the professional development for those who teach in higher education, the National Forum conducted a series of primary and secondary research activities in Phase 1.

From 2013 to 2015, to develop an understanding of current international and national literature and practices, the National Forum completed a literature review and initial consultations to investigate what national professional development structures can be created to recognise, enhance, inform and sustain excellent teaching practice that support/enhances student learning in a diversity of context (National Forum, 2015a). This report provided: an overview of the complex range and types of activities under the concept of professional development; presented samples of different national, professional and disciplinary approaches; and suggested possible models for consideration in the Irish context. It also presented initial objectives and values for the national framework. The document concluded with a series of questions to consider in the subsequent consultation process and was therefore a key vehicle for dialogue in this process (National Forum, 2015a).

Based on this report, a further more comprehensive consultation process was carried and analysed. The resulting full report (National Forum 2016), and summary (National Forum 2015c), presented a conceptual model for professional development in Irish higher education. It highlighted the sector's understanding of professional development, identified some underlying values for the model, and the subsequent approach, and suggested some teaching and learning domains for structuring the process. It presented some of the ideas and challenges for the model's implementation and it concluded with some next steps in the professional development process.

The professional development framework consultation process was also informed by parallel investigations and activities in the National Forum's work plan, for example:

- the investigation of the current accredited (National Forum, 2015b) and non-accredited PD activities (Kenny, Young & Guilfoyle, in press) in the sector;
- the Roadmap for Enhancement in a Digital World 2015-2017 (National Forum, 2015c);
- the National Seminar Series on 'Teaching for Transitions';

- findings from the Learning Impact Awards,
- the discipline engagement with professional development report (O'Mahoney, 2015).

These reports, in particular the recent development of a conceptual model (National Forum, 2016), strongly influenced this draft approach to the ***National Guidance for Professional Development of Staff who Teach in Higher Education***.

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Appendix 2: Underpinning Values

Underpinning the approach to professional development are five broad values that were identified by the sector (National Forum 2016) i.e. *inclusivity, authenticity, scholarship, learner-centredness and collaboration*. These values guide the personal and professional development processes used by individual staff, academic departments and institutions to recognise, inform, enhance and sustain professional development.



Inclusivity

The approach is inclusive to a wider group who teach in this sector, i.e. academic staff, education technologists/developers, teaching assistants, librarians who have a teaching role as part of their remit. In addition, it seeks to support the large group of part-time teachers who are key contributors to the student learning experience and who may be linked with more than one institution. It should allow for flexible pathways for different staff specialisms and changing work contexts. It should be sensitive to changes in staff roles and responsibilities, including research, at all levels and stages of their careers.

Authenticity

Professional development should be authentic, in that it must allow for genuine and personally relevant engagement by participants. It should also be relevant to the individual within their discipline and to the institution(s) involved in their professional development. Approaches to teaching and learning in the discipline are recognised and valued (the discipline pedagogy). The academic department has a strong role to play in the enhancement and impact of meaningful staff personal and professional development. The approach should allow for substantial and impactful engagement. It should be authentic and should be manageable in the time available.

Scholarship

The approach is evidence-based and encourages staff to be informed on, knowledgeable about, and have the capacity to contribute to the evidence base of their teaching. It encourages staff to link with established best practices in professional development while also fostering innovation on the basis of evidence. It emphasises the importance of teaching having an evidence base and support the scholarship of teaching and learning.

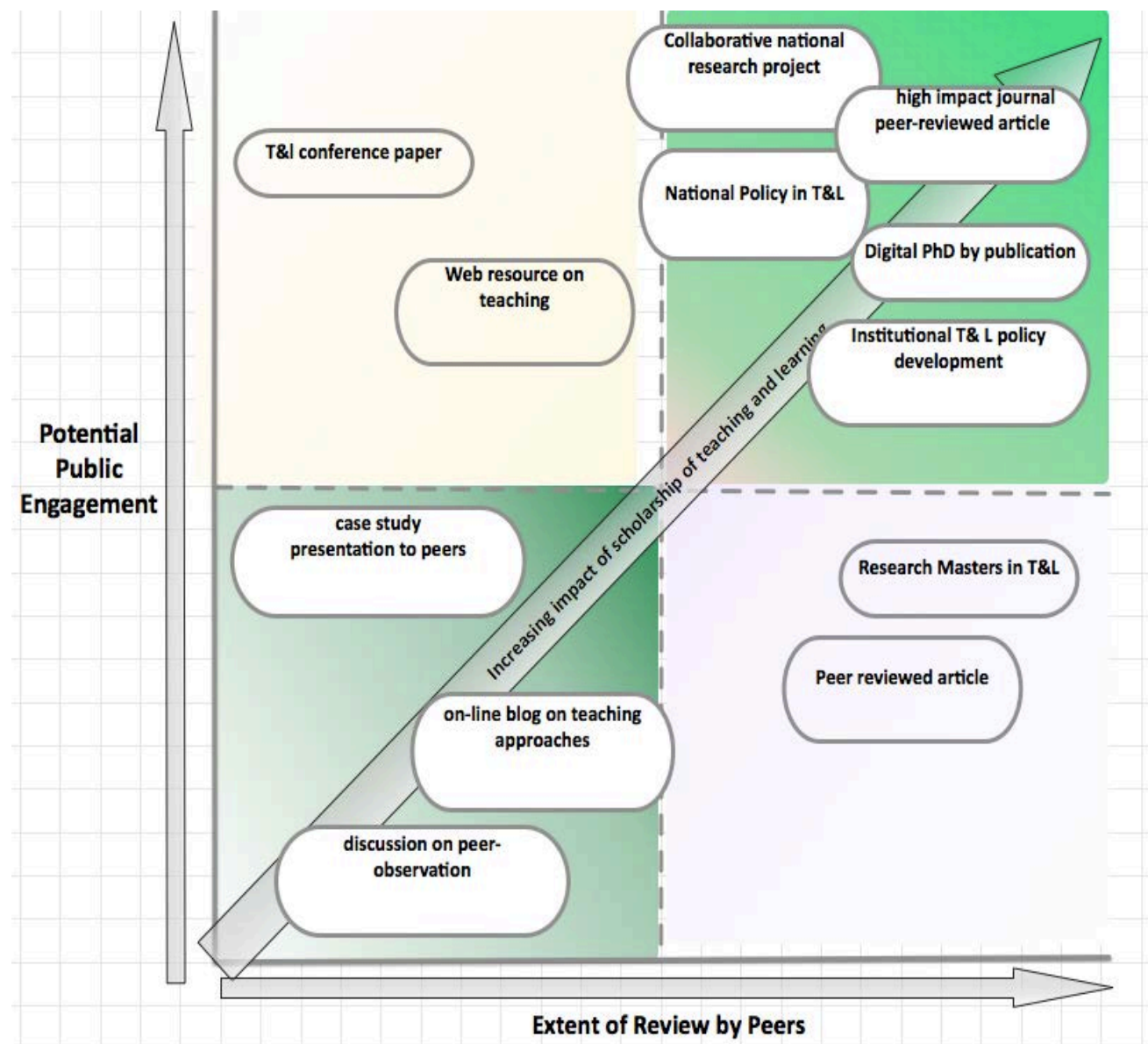
Learner-centredness

The approach supports both staff as a learner and the student as a learner, driven by their values, needs and motivations. It emphasises the importance of the 'self' in learning. Professional development should strongly align with an individual's teaching practice and attempt to be transformative of staff knowledge and skills. Reflective practice is a key lever for interrogating and transforming individual teaching practices over time and across contexts. An extension of this concept of (staff) learner-centred was that of a student-centred approach to teaching. The approach should support innovative and creative teaching and learning, which aims to improve student engagement and empowerment in their learning. It should support teaching, learning and assessment approaches that have highest impact on students.

Collaborative

Although focused around the individual staff learner, the approach aims to emphasise the social learning that is key to learning in the work context and supported by many learning theories. It should encourage staff peer dialogue and support the mentoring of other staff. Although the approach emphasises the role of individual institutions, it is important to build on existing inter-institutional activity for a more efficient and collaborative approach to professional development. The approach strongly supports the development and recognition of communities of practice that enhance professional learning in local, disciplinary or cross-disciplinary contexts.

Appendix 3: Examples of Scholarship of Teaching and Learning



(Based on Shulman, cited in Yusef et al, 2013, p2)

Yusoff, M, S., B., Alias, A.K., Salleh, F. (2013) Scholarship of Teaching and Learning in Higher Education: An Assessment Framework, *Education in Medicine Journal*, 5, 2, e1-e5.